

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
O. M. BEKETOV NATIONAL UNIVERSITY
of URBAN ECONOMY in KHARKIV

Methodical recommendations
for independent work
on an academic discipline

“FOREIGN LANGUAGE FOR SPECIFIC PURPOSES”

(for first-year full-time
students (bachelor’s) level of higher education
specialty 206 – Landscape Gardening)

Kharkiv
O. M. Beketov NUUE
2024

Methodical recommendations for independent work on an academic discipline “Foreign language for specific purposes” (for first-year full-time students (bachelor’s) level of higher education specialty 206 – Landscape Gardening) / O. M. Beketov National University of Urban Economy in Kharkiv ; comp. : O. V. Anisenko, V. O. Sorokina. – Kharkiv : O. M. Beketov NUUE, 2024. – 47 p.

Compilers: O. V. Anisenko, V. O. Sorokina

Reviewer Doctor of Science in Pedagogy O. L. Ilienکو

*Recommended by the department of foreign philology and translation,
record № 5 on December 01, 2023.*

Contents

Unit 1	.....	4
<i>Lead-in</i>	.....	4
<i>Reading</i>	Forestry	4
<i>Language Focus</i>	Present Tenses. State verbs. Adverbs of frequency. Personal pronouns	6
Unit 2	.....	9
<i>Lead-in</i>	.....	9
<i>Reading</i>	The Career of a Forester	9
<i>Language Focus</i>	Past Tenses. Constructions <i>used to, be used to, get used to</i> . Countable and uncountable nouns. Singular/plural verb forms. Constructions ' <i>there is/there are</i> '. Demonstratives (<i>this-that/these-those</i>)	12
Unit 3	.....	15
<i>Lead-in</i>	.....	15
<i>Reading</i>	The History of Forestry	15
<i>Language Focus</i>	Future Tenses. Articles. Articles with countable and uncountable nouns. The article <i>the</i> with geographical names, names of streets, buildings, etc.	18
Unit 4	.....	20
<i>Lead-in</i>	.....	20
<i>Reading</i>	Landscape Gardening	20
<i>Language Focus</i>	The Passive, changing from active into passive voice. Quantifiers: <i>some/any/no, every/each; a lot of – much – many, a few/few – a little/little; both/neither – all/none – either</i>	23
Unit 5	.....	26
<i>Lead-in</i>	.....	26
<i>Reading</i>	The History of Gardening	26
<i>Language Focus</i>	Modal verbs. Adjectives. Comparative and superlative degrees of adjectives. Comparison structures: <i>as...as, not so ...as, the more... the less, the same as; the + comparative....</i>	31
Unit 6	.....	36
<i>Lead-in</i>	.....	36
<i>Reading</i>	Sustainable Gardening	37
<i>Language Focus</i>	Conditionals. Types of conditionals. Conditional sentences with <i>wish/if only</i> . Reported speech	40
<i>References</i>	.....	45

UNIT 1

LEAD-IN

1. How do forests affect people's life?
2. What forest products are used in people's daily life?
3. Do you know that ...

about 30% of the world's land surface is forest?

over 2 billion people rely on forests for shelter, livelihoods, water, food and fuel security?

300 million people live in forests including 60 million indigenous people?

more than 13 million people across the world are employed in the formal forest sector?

READING

FORESTRY



Forestry is the science and craft of creating, managing, using, conserving, and repairing forests and associated resources to meet desired goals, needs, and values for human and environment benefits. Forestry is practised in plantations and natural stands. The science of forestry has elements that belong to

the biological, physical, social, political and managerial sciences.

Modern forestry generally embraces a broad range of concerns including the provision of timber, fuel wood, wildlife habitat, natural water quality management, recreation, landscape and community protection, employment, aesthetically appealing landscapes, biodiversity management, watershed management, erosion control, and preserving forests as 'sinks' for atmospheric carbon dioxide. A practitioner of forestry is known as a forester. Other terms are used a verderer and a silviculturalist being common ones. Silviculture is narrower than forestry, being concerned only with forest plants, but is often used synonymously with forestry.

Forest ecosystems have come to be seen as the most important component of the biosphere, and forestry has emerged as a vital applied science, craft, and technology. The preindustrial age has been known as the 'wooden age', as timber

and firewood were the basic resources for energy, construction and housing. The development of modern forestry is closely connected with the rise of capitalism, economy as a science and varying notions of land use and property.

Today a strong body of research exists regarding the management of forest ecosystems and genetic improvement of tree species and varieties. Forestry also includes the development of better methods for the planting, protecting, thinning, controlled burning, felling, extracting, and processing of timber. One of the applications of modern forestry is reforestation, in which trees are planted and tended in a given area.

Trees provide numerous environmental, social and economic benefits for people. Forests cover 30 percent of the earth's surface. The total land area covered by forests in 2005 was just less than 4 billion hectares. This area is about a third less than before agriculture emerged 10,000 years ago. Forests are unevenly distributed around the world. Top 10 most forested countries, which include 2/3 of all forests in the world, are Russia, Brazil, Canada, USA, China, Australia, Democratic Republic of Congo, Indonesia, Peru and India. In many regions the forest industry is of major ecological, economic, and social importance. Proper forestry is important for the prevention or minimization of serious soil erosion or even landslides. In areas with a high potential for landslides, forests can stabilize soils and prevent property damage or loss, human injury, or loss of life.

Forest management is a branch of forestry concerned with overall administrative, economic, legal, and social aspects, as well as scientific and technical aspects, such as silviculture, protection, and forest regulation. Public perception of forest management has become controversial, with growing public concern over perceived mismanagement of the forest and increasing demands that forest land be managed for uses other than pure timber production, for example, indigenous rights, recreation, watershed management, and preservation of wilderness, waterways and wildlife habitat.

Retrieved from <https://en.wikipedia.org/wiki/Forestry>

1. Answer the following questions to the text.

1. How is forestry defined as a science?
2. What does modern forestry deal with?
3. What terms are used to denote a practitioner of forestry? Is there any difference between them?
4. What are specific fields of forestry research?
5. Why is the preindustrial age called the 'wooden age'?
6. What does 'reforestation' mean?

7. What countries are included in the list of top 10 most forested countries?
8. What is forest management?
9. Why is public attitude to forest management controversial?

2. Fill in the appropriate forms

<i>verb</i>	<i>noun</i>	<i>adjective</i>	<i>person</i>
create	_____	_____	_____
_____	management	_____	_____
_____	_____	_____	user
_____	provision	_____	_____
_____	_____	_____	employee
practise	_____	_____	_____
_____	_____	sustainable	_____
_____	distribution	_____	_____
conserve	_____	_____	_____
_____	_____	protective	_____

3. Choose the right words to fit into the text. Define which word group do the inserted words belong to.

farming clear endangered industrial
 re-planted much use many

What is deforestation?

Deforestation is when humans remove or _____ large areas of forest lands and related ecosystems for non-forest _____. These include clearing for _____ purposes, ranching and urban use. In these cases, trees are never _____. Since the _____ age, about half of world's original forests have been destroyed and millions of animals and living things have been _____. Despite the improvements in education, information and general awareness of the importance of forests, deforestation has not reduced _____, and there are still _____ more communities and individuals who still destroy forest lands for personal gains.

LANGUAGE FOCUS

1. Use the verbs in one of present tenses.

1. It usually _____ (take) me not more than half an hour to get to the university.
2. We _____ (do) business with a number of companies abroad at the moment.
3. This is the first time when I _____ (give) a presentation on my research.

4. English _____ (become) a global lingua franca over the past several decades.

5. You _____ (speak) English quite well. How long _____ (learn) it?

6. I _____ (be) to France several times. It is really an amazing country with a lot of places to visit.

7. I still have some problems living in Oxford but it _____ (get) easier to understand native speakers.

8. They _____ (always/complain) about the necessity to learn another foreign language!

9. In Chapter 1, they _____ (meet) David, and _____ (agree) to start a new business.

10. He _____ (not decide) yet what Business School he wants to enter.

11. I _____ (think) it is more difficult as you _____ (get) older to learn foreign languages.

12. I _____ (sign) all the documents, as you can see.

13. Tom _____ (be) usually very calm and friendly? I can't understand why he _____ (be) so nervous and rude this time.

14. Ann _____ (live) in Athens with her parents but now she _____ (live) in London as she _____ (take) a language course.

15. It is a real surprise to meet you here! What _____ (do) since we met at the conference?

2. Choose the correct tense form of the state verbs.

1. I *see/am seeing* that to change something is really very difficult.

2. They can't talk to you, they *see/are seeing* their French partners.

3. Our Project Manager is Italian. He *comes/is coming* from Italy.

4. The representative of their company *comes/is coming* tomorrow.

5. She *is /is being* very intolerant and nervous these days, because we can't cope with the urgent order.

6. They *are/are being* always very kind and helpful.

7. You haven't said a word all morning. What *are you thinking/do you think* about?

8. I *think/am thinking* about changes. I *think/am thinking* they are inevitable.

9. He *has/is having* a lot of responsibilities as the chief of the department.

10. *Are you having/Do you have* a lot of problems at the moment?

11. They *appear/are appearing* to be very busy.

12. The new consultant *appears/is appearing* in the office tonight.

13. The coffee *tastes/is tasting* really bitter.
 14. They *taste/are tasting* our new brand of coffee.

3. Fill in the correct form of a personal pronoun.

Personal Pronouns		Possessive adjectives	Possessive pronouns	Reflexive-Emphatic pronouns
before verbs as subjects	after verbs as objects	followed by nouns	not followed by nouns	
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	–	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

1. ___ is our new manager. I have told her about your decision to take the English language course.

2. I suppose there is a mistake in the file. – Yes, I agree. ___ is a very serious mistake.

3. To get the best result, you have to find native speakers and communicate with ___ .

4. What documents does she usually use to identify ___ ?

5. I like this photo! When was ___ taken?

6. I really admire people who are very ambitious. ___ always know what to do and how to achieve the aim.

7. Why don't you trust ___ ? I always tell the truth.

8. That's just what I wanted. Thanks, that's really kind of ___ .

9. I've told you she is a particularly talented person. The idea is totally ___ .

10. We gave them ___ business cards, and they gave us ___ .

UNIT 2

LEAD-IN

1. What do you know about the career of a forester?
2. What makes this career attractive?
3. What factor was decisive when you were making your career choice?

READING

THE CAREER OF A FORESTER



A forester is a professional who is involved in the science of managing forests. Foresters are involved in a large range of activities covering ecological restoration, timber harvesting, and day-to-day management of protected areas. They look after regular activities in the forests, including conservation, outdoor recreation, extraction of raw materials, aesthetics and hunting. With the gradual rise in global pollution over the years ensuring carbon sequestration, air quality and maintaining a proper biodiversity have all come under the

jurisdiction of foresters.

A forester's job profile covers everything from the creation of original Timber Harvest Plans (THPs) to the protection of natural resources and enforcement of forestry laws.

Foresters can also specialize in certain specific areas that harness their expertise. Timber foresting and conservation foresting are a couple of the most common areas of specialization for foresters. Timber foresters work for the timber companies. This means that they look after the farms and forests privately owned by the timber companies. Their job responsibility includes taking final call on harvesting trees, monitoring ecological impact of harvesting timber, determining whether to approve a Timber Harvest Plan, keeping track of yields and marking trees for harvest.

On the other hand, the conservation foresters generally tend to focus a lot more on global ecosystems and proper watershed preservation in the forested regions. The primary job responsibilities of the conservation foresters cover conducting periodic survey of regional animals and plants and keeping track of

human activity in the forests. Conservation foresters might work as timber foresters at times and support timber harvesting. However, their top priority is always to try and create sufficient protected areas in the forests so that visitors can freely enjoy nature.

Students in the Forest Science programme gain a strong foundation in the basic biological and environmental sciences, with emphasis on the components and function of forest ecosystems. This includes genetics, soils, weather and climate, tree form and function, ecology, entomology, pathology, silvics, silviculture and fire science.

Students can choose a compliment of courses that match their interests, allowing them to conduct research and design an area of concentration that can include forest ecology, forest entomology or pathology, forest fire science, forest genetics or biotechnology, forest hydrology and aquatic sciences, forest soils, tree physiology, wildlife ecology.

A forestry education is unique in that students are constantly challenged to apply what they are learning. Lab sessions are often held outdoors to bring a hands-on reality to the education students get in the classroom. In addition to the lab sessions, field schools are an integral part of the forestry programmes. The Forest Science programme has one field school that students are required to attend, held at the beginning of third year. This field school is designed to introduce students to local forestry issues providing additional studies in land use, management, and silviculture.

Retrieved from

<https://www.sokanu.com/careers/forester/>

<http://www.forestry.ubc.ca/students/undergraduate/prospective/degree-programs/>

[forest-sciences/what-will-you-learn/](http://www.forestry.ubc.ca/students/undergraduate/prospective/degree-programs/forest-sciences/what-will-you-learn/)

1. Answer the following questions to the text.

1. What do foresters deal with?
2. What new responsibilities have foresters gained with the gradual rise in global pollution?
3. What specific areas can foresters specialize in?
4. Who do timber foresters work for?
5. What is the difference between timber foresting and conservation foresting?
6. What basic subjects are included in the Forest Science programme?
7. What complimentary courses can students choose?

8. What is special and unique in a forestry education?
9. Why are lab sessions arranged for forestry students?
10. What is the role of field schools in a forester's education?

2. Match the left and the right sides to form collocations. Use them in the sentences of your own.

- | | |
|--------------|--------------------|
| 1 ecological | a part |
| 2 day-to-day | b resources |
| 3 timber | c areas |
| 4 raw | d rise |
| 5 natural | e responsibilities |
| 6 integral | f materials |
| 7 gradual | g restoration |
| 8 protected | h harvesting |
| 9 primary | i management |

3. Match the words and phrases with the definitions.

- | | |
|------------------|---|
| 1. graduate | a. document showing that someone has successfully completed a course of study or passed an examination |
| language | |
| 2. laboratory | b. an amount of money that is given to someone by an educational organization to help pay for their education |
| 3. lecture | c. someone who is studying at a university to get a master's degree or a PhD |
| 4. scholarship | d. a spoken or written test of knowledge, especially an important one |
| 5. canteen | e. the person in charge of colleges, universities |
| 6. diploma | f. a room in a school or college where you can learn to speak a foreign language by listening to tapes and recording your own voice |
| 7. undergraduate | g. a large dining hall in a university |
| 8. exam | h. someone who has completed a university degree, especially a first degree |
| 9. faculty | i. a long talk on a particular subject that someone gives to a group of people, especially to students in a university |

- | | |
|------------------|--|
| 10. postgraduate | j. a class at a university or college for a small group of students and a teacher to study or discuss a particular subject |
| 11. rector | k. a block of flats where students live |
| 12. hostel | l. a student at college or university, who is working for their first degree |
| 13. seminar | m. a long piece of written research done for a higher university degree, especially a PhD |
| 14. dissertation | n. a department or group of related departments within a university |

LANGUAGE FOCUS

1. Use the verbs in one of past tenses.

1. They were upset because a couple of days before they _____ (hear) about their manager resignation.

2. Before Chris graduated from the university he _____ (work) for almost three months as a trainee in one of the local engineering companies.

3. When I arrived an hour late to the office, everyone _____ (work).

4. Last year we _____ (be) not so successful in finding new ideas.

5. For a while last year I _____ (study) for my degree, _____ (work) for an advertising company, and _____ (take) a foreign language course. It was really difficult.

6. Jane was trying to find a more challenging job when her friend _____ (phone) and _____ (tell) her about a new vacancy.

7. It was so embarrassing to arrive at their house and found Lily looking so sad. I think, she _____ (cry) before we got there.

8. When he graduated from the university with a BS in engineering, three firms _____ (offer) him a job.

9. Suddenly a car _____ (go) past me and _____ (turn) left.

10. My sister was exhausted at the end of the exam, as she _____ (write) for over two hours.

11. By the time they phoned her, she _____ (know) a lot.

12. The road was wet because it _____ (rain) for a long time.

2. Match the following statements with the meaning.

- Gordon *used to travel* a lot
1. ___ abroad when he was younger. **a.** he is becoming accustomed to smth
2. ___ Gordon *would spend* a lot of money on new gadgets. **b.** he is accustomed to smth
3. ___ Gordon *is used to travelling* on business a lot. **c.** his past habit
4. ___ Gordon *wasn't used to working* at night. **d.** he was accustomed to smth in the past
5. ___ Gordon *is getting used to writing* reports every day.

3. Form the plural of the following nouns and write them in the appropriate part of the table according to the type of formation.

<i>person</i>	<i>criterion</i>	<i>text</i>
<i>woman</i>	<i>language</i>	<i>foot</i>
<i>reference book</i>	<i>half</i>	<i>native speaker</i>
<i>European</i>	<i>study</i>	<i>chief</i>
<i>zero</i>	<i>potato</i>	<i>phenomenon</i>
<i>country</i>	<i>species</i>	<i>scientist</i>
<i>postgraduate</i>	<i>passer-by</i>	<i>mouse</i>
<i>dress</i>	<i>belief</i>	<i>father-in-law</i>
<i>CEO</i>	<i>day</i>	<i>memo</i>
<i>tooth</i>	<i>salmon</i>	<i>aircraft</i>
<i>child</i>	<i>peculiarity</i>	<i>means</i>
<i>studio</i>	<i>foot</i>	<i>lady</i>
<i>datum</i>	<i>businessman</i>	<i>tomato</i>

Nouns are made plural	Examples
by adding -s to the noun	
by adding -es to nouns ending in -s, -ss, -x, -ch, -sh, -z	

by adding -ies to nouns ending in consonant + y	
by adding -s to nouns ending in vowel + y	
by adding -es to nouns ending in consonant + o	
by adding -s to nouns ending in vowel + o , double o , musical instruments, proper nouns	
by adding -s to nouns ending in abbreviations	
by adding -s or -es to some nouns ending in -o	
by adding -ves to some nouns ending in -f/-fe	
by adding -s to nouns ending in -f/-fe	
some nouns of Greek or Latin origin forming their plural by adding Greek or Latin suffixes	
compound nouns forming their plural by adding -s/es :	
irregular nouns	

4. Choose the correct option.

1. *This/these* data *was/were* published two days ago.
2. *That/Those* new installations *was/were* very efficient.
3. The police *has/have* a lot of evidence.
4. There *was/were* too *much/many* participants in the trade fair.
5. Logistics *is/are* becoming one of the most popular career fields in the world.
6. There *isn't/aren't much/many* light in the design room.
7. The team *is/are* all trying to find new solutions and increase the efficiency.
8. His luggage *is/are* still upstairs in the hotel room.
9. No news *is/are* good news.
10. All the money *was/were* spent on further expansion.

5. Rewrite the sentences in the plural making necessary changes.

1. This woman wants to talk to the manager.

2. The piano is very expensive.

3. She has an urgent memo to answer.

4. There's a problem left.

5. That document was really very important.

6. She often gets in touch with her supervisor.

7. Some (policeman) has just come to the office.

8. There was a terrible mistake to inform her about the mission.

UNIT 3

LEAD-IN

1. Why has wood always constituted the important part of people's lives of worldwide?
2. What do you know about the history of forestry?
3. How can local knowledge and experience be combined with national forest monitoring and management efforts?

READING

THE HISTORY OF FORESTRY

It is believed that Homo erectus used wood for fire at least 750,000 years ago. The oldest evidence of the use of wood for construction, found at the Kalambo Falls site in Tanzania, dates from some 60,000 years ago. Early organized communities were located along waterways that flowed through the arid regions of India, Pakistan, Egypt, and Mesopotamia, where scattered trees along riverbanks were used much as they are today — for fuel, construction, and handles for tools. Writers of the Hebrew Bible make frequent reference to the use of wood. Pictures in Egyptian tombs show the use of the wooden plow and other wooden tools to prepare the land for sowing. Carpenters and shipwrights fabricated wooden boats as early as 2700 BC. Theophrastus, Varro, Pliny, Cato, and Virgil wrote extensively on the subject of trees, their classification, manner of growth, and the environmental characteristics that affect them.

The Romans took a keen interest in trees and imported tree seedlings throughout the Mediterranean region and Germany, establishing groves comparable to those in Carthage, Lebanon, and elsewhere. The fall of the Roman Empire signaled an end to conservation works throughout the Mediterranean and a renewal of unregulated cutting, fire, and grazing of sheep and goats, which resulted in the destruction of the forests. This, in turn, caused serious soil loss, silting of streams and harbours, and the conversion of forest to a scrubby brush cover known as maquis.

In medieval Europe, forest laws were aimed initially at protecting game and defining rights and responsibilities. Hunting rights were vested in the feudal lord who owned the property and who had the sole right to cut trees and export timber. Peasants were permitted to gather fuel, timber, and litter for use on their own properties and to pasture defined numbers of animals. By 1165, however, land clearing for agriculture had gone so far that Germany forbade further forest removal. The systematic management of forests had its true beginnings, however, in the German states during the 16th century. Each forest property was divided into sections for timber harvesting and regeneration to ensure a sustainable yield of timber for the entire property. This working plan called for accurate maps and assessments of timber volume and expected growth rates.

Trees have been raised from seed or cuttings since biblical times, but the earliest record of a planned forest nursery is that of William Blair, cellarer to the Abbey of Coupar Angus in Scotland, who raised trees to grow in the Highland Forest of Ferter as early as 1460. After the dissolution of the monasteries, many newly rich landowners in Scotland and England found a profitable long-term investment in artificial plantations established on poor land. John Evelyn, a courtier in the reign of Charles II, published his classic textbook *Sylva* in 1664, exhorting them to do so, and today virtually all of Britain's 2.1 million hectares (5.2 million acres) of woodland consists of artificial plantations. Other countries had managed their natural forests better and had little need, until recently, to afforest bare land. The 20th century, however, has seen a tremendous expansion of artificial plantations in all the continents, planned to meet the ever-growing needs for wood and paper as essential materials in modern civilization.

Formal education in forestry began about 1825 when private forestry schools were established. These were the outgrowth of the old master schools such as Cotta Master School, which developed into the forestry college at Tharandt — one of the leading forestry schools in Germany. The National School of Forestry was established in Nancy, France, in 1825.

During the 19th century the reputation of German foresters stood so high that they were employed in most continental European countries. Early American foresters, including the great conservation pioneer Gifford Pinchot, gained their training at European centres. But the doctrine of responsible control had to fight a hard battle against timber merchants who sought quick profits.

The 20th century has seen the steady growth of national forest laws and policies designed to protect woodlands as enduring assets. Beginning in the 1940s vast land reclamation was undertaken by Greece, Israel, Italy, Spain, and the Maghrib countries of North Africa to restore forests to the slopes laid bare by past abuse. The main objective of the tree planting is to save what remains of the soil and to protect the watersheds. In China, where forests once extended over 30 percent of the land, centuries of overcutting, overgrazing, and fires reduced this proportion to approximately 7 percent. China has taken major steps to improve land use, including construction of reservoirs and a huge forest planting program, which reported the planting of 15.8 million hectares (38.9 million acres) between 1950 and 1957 alone.

The character of forest policies around the world reflects national political philosophies. In communist countries all forests are owned by the state. In the United States both the federal and the state governments have deemed it prudent to hold substantial areas of natural forest, while allowing commercial companies and private individuals to own other areas outright. Similar patterns of ownership are found throughout most of Asia, western Europe, and the Commonwealth countries. In Japan the extensive forests are largely state owned. Tribal ownership is found in many African countries and proves a serious obstacle to effective modern management. International cooperation is effected by the Forestry Department of the United Nations' Food and Agriculture Organization, with headquarters in Rome.

Retrieved from: <https://www.britannica.com/science/forestry>

1. Answer the following questions to the text.

1. Where was the oldest evidence of the use of wood for construction found?
2. In what other ways was wood used at the ancient times?
3. Who were among those who tried to classify trees, described their growth, and considered the environmental characteristics affected them?
4. How were forests used after the fall of the Roman Empire?
5. What were forest laws in medieval Europe aimed at?
6. How was each forest property divided to ensure a sustainable yield of timber for the entire property?

7. Who was the earliest record of a planned forest nursery made by?
8. What were the priorities of the policy to the forests in the 20th century?
9. What do the forest policies around the world reflect?

2. Match the words and phrases with the definitions.

- | | | |
|-------------|----|--|
| 1. evidence | a. | anything that you see or experience that causes you to believe that something is true |
| 2. grove | b. | plant the seeds of a plant or crop |
| 3. sow | c. | a group of trees that are close together |
| 4. plow | d. | a large farming tool with sharp blades which is pulled across the soil to turn it over |
| 5. seedling | e. | a young plant that has been grown from a seed |
| 6. silting | f. | sensible and careful |
| 7. maquis | g. | anything that makes it difficult for you to do something |
| 8. obstacle | h. | dense scrub vegetation consisting of hardy evergreen shrubs and small trees |
| 9. prudent | i. | the process of deposition of very fine sediment or silt. |

3. Match the following word pairs from the text to make up word partnerships and use them in the sentences of your own.

- | | | |
|-----------------|----|------------|
| 1. arid | a. | clearing |
| 2. scattered | b. | plantation |
| 3. wooden | c. | education |
| 4. conservation | d. | regions |
| 5. land | e. | tool |
| 6. artificial | f. | forest |
| 7. formal | g. | tree |
| 8. natural | h. | works |

LANGUAGE FOCUS

1. Put the verbs in brackets into the correct tense denoting a future activity.

1. Don't worry! I _____ (get) the information in the morning and we _____ (be able) to take the right decision.
2. I've just talked to him. He _____ (postpone) the meeting.
3. Is he going to take a proposal? – I'm not sure, but I _____ (see) him in the office and I _____ (ask) him then.

4. _____ (you, do) me a favour and help with all these documents? – Sure, I have a plenty of time.

5. She _____ (fly) to Milan tomorrow morning. We hope she _____ (sign) a contract.

6. I'll wait for you in the office until you _____ (finish) the report.

7. When you _____ (get off) the bus, you will see me. I _____ (wait) for you at the bus stop.

8. Her train leaves at 11.00 tomorrow morning.

9. Sorry, I can't come to your party. I'm leaving on Friday.

10. What are your future plans? – I _____ (enter) the university to study law.

11. You are too slow. By the time we get there, the bank _____ (close).

12. This time next week I expect I _____ (work) in another department.

13. It is so hot in here! – I _____ (turn) the air-conditioning on.

2. Complete the sentences with *a/an, the* or no article.

1. Her car does 150 miles _____ hour.

2. What does she usually order for _____ lunch?

3. Where is _____ USB drive I lent you yesterday?

4. Is this _____ task you told me about.

5. _____ air pollution is a problem in _____ industrial cities.

6. She gets to work by _____ bus.

7. Is this _____ first time you have won the grant?

8. Do you have _____ vacancy in the Engineering Department?

9. I am a bit tired. It's time for _____ lunch.

10. _____ telephone was invented in 1876.

11. He lost _____ important folder and was fired.

12. She plays _____ piano pretty well.

13. Tom always tell _____ truth? I know him well. We have been working together for almost seven years.

14. Thank you for your creativity. _____ idea you suggested was really brilliant.

3. Use the definite article where necessary.

1. What is the capital of _____ Netherlands?

2. Nile is the second-longest river in the world.

3. Have you ever gone skiing in _____ Alps?

4. He graduated from _____ Yale University in 1997.

5. The house over there belongs to _____ Browns. They moved in last month.
6. Is _____ Everest the highest mountain in the world?
7. When _____ UN was founded in 1945, it had 51 member states.
8. Europe, Asia, Africa, and Australia are in _____ Eastern Hemisphere.
9. _____ Odeon Cinema is in _____ Green Street.
10. _____ Lake Baikal is the deepest freshwater lake in the world.
11. _____ Mont Blanc is the highest peak in _____ Alps.
12. _____ Westminster Abbey is near _____ Parliament Square - at the top end of _____ Victoria Street.
13. The delegation arrived at _____ Heathrow Airport yesterday.
14. _____ Hyde Park is very famous all over _____ world.
15. _____ NATO was established in 1949.
16. _____ Trafalgar Square is in _____ London.

UNIT 4

LEAD-IN

1. What do you know about landscape gardening?
2. Are there many parks and gardens in the place where you live?
3. How do parks and gardens contribute to the beauty of surroundings?
4. How do authorities care about the improvement of parking and garden zones?
5. Are there any organisations whose activity deals with the protection of park and garden zones in your city?
6. What attracts you in the career of a landscape gardener?

READING

LANDSCAPE GARDENING

The key role for a landscape gardener is to design, install and maintain gardens and landscaped areas. The landscape gardener will need to meet with clients to discuss their proposed projects, provide advice and guidance on the practicalities of the project and carefully interpret the client's wishes. Projects can be varied and incorporate private and public gardens, parks, public open spaces, sports and recreation venues, playgrounds and other landscaped areas. The landscape gardener must be able to develop innovative schemes that meet the needs of clients and comply with planning regulations, while retaining a vision of how the finished project will fit into the overall area and how garden spaces interact with urban environments.

The landscape gardener may be involved at all stages of a project from the initial consultation and design, throughout the installation process, project managing and supervising the installation team, to providing advice and guidance on on-going maintenance and development as the garden grows and matures.



A detailed knowledge of both hard and soft landscaping is required, including knowledge of plants and trees in order to produce and implement a balanced plan that takes account of the area's advantages and limitations relating to soil type and structure, geography, climatic conditions and planned use. Knowledge and skills relating to hard landscaping and construction are also essential. Related skills such as electrical installation, plumbing and irrigation systems are also needed to produce an overall project that is sustainable and has longevity.

A wide range of natural stones and materials will be used by the landscape gardener. They must therefore be aware of the impact of such materials on the environment, both in terms of sustainability of limited natural resources and also the impact of landscaping a natural environment and its wildlife.

Gardens and landscaped areas enhance the quality of life for millions of people across the world by providing beautiful areas for recreation and relaxation, open spaces in dense urban environments, appropriate spaces for people of all ages and abilities, and facilities that support community activity and cohesion. For the talented landscape gardener there are global opportunities to be involved in the developing world and in revitalizing existing established habitations.

<https://www.worldskills.org/what/career/skills-explained/construction-and-building-technology/landscape-gardening/>

1. Answer the following questions to the text.

1. What does a landscape gardener do?
2. Why is being good at interpersonal skill so essential and important for landscape gardeners?
3. What stages of a new project can a landscape gardener be involved?

4. What knowledge does a landscape gardener have to possess to become a successful specialist in the field of landscape gardening?

5. Why should a landscape gardener be aware of different natural stones and materials?

6. In what way do gardens and landscaped areas enhance the quality of people life?

2. Choose the correct preposition to complete the statements.

of into in with on (2)

1. I hope they will give us some advice _____ the best ways to achieve the final result.

2. It fits _____ our situation properly. I think they will achieve everything.

3. It is interesting to know how garden spaces interact _____ urban environments

4. They must be aware _____ the possible negative consequences.

5. The significance of forestry impacts _____ the environment is therefore determined largely by whether the forest is managed or developed within its limits as a renewable resource.

5. The landscape gardener may be involved _____ different projects from the initial consultation and design, throughout the installation process, project managing and supervising the installation team.

3. Match the words from the text to their definitions. Make up your own sentences with these words.

- | | | |
|------------------|----|--|
| 1. to maintain | a. | to give new life, energy, activity, or success to something |
| 2. to comply | b. | to improve the quality, amount, or strength of something |
| 3. to retain | c. | to have something |
| 4. to supervise | d. | to watch a person or activity to make certain that everything is done correctly and safely |
| 5. to implement | e. | to keep or continue |
| 6. to enhance | f. | to act according to an order, set of rules, or request |
| 7. to revitalize | g. | to keep smth in good condition |

LANGUAGE FOCUS

1. Analyse the following examples. Derive the general grammar rule to form the Passives.

	Active	Passive
Present Simple	<i>They often install new equipment.</i>	<i>New equipment is often installed.</i>
Present Continuous	<i>They are installing new equipment.</i>	<i>New equipment is being installed.</i>
Present Perfect	<i>They have installed new equipment.</i>	<i>New equipment has been installed.</i>
Present Perfect Continuous	<i>They have been installing new equipment.</i>	_____
Past Simple	<i>They installed new equipment.</i>	<i>New equipment was installed.</i>
Past Continuous	<i>They were installing new equipment.</i>	<i>New equipment was being installed.</i>
Past Perfect	<i>They had installed new equipment.</i>	<i>New equipment had been installed.</i>
Past Perfect Continuous	<i>They had been installing new equipment.</i>	_____
Future Simple	<i>They will install new electrical equipment.</i>	<i>New equipment will be installed.</i>
Future Continuous	<i>They will be installing new equipment.</i>	_____
Future Perfect	<i>They will have installed new equipment.</i>	<i>New equipment will have been installed.</i>
Future Perfect Continuous	<i>They will have been installing new equipment.</i>	_____
Infinitive	<i>They are going to install new equipment.</i>	<i>New equipment is going to be installed.</i>
Modals	<i>They must install new equipment.</i>	<i>New equipment must be installed.</i>

We form the **Passive** with the auxiliary verb **to** _____ in an appropriate tense form of the active voice and the _____ of the main verb. The Future Continuous, the Present Perfect Continuous, the Past Perfect Continuous and the Future Perfect Continuous are _____ normally used in the passive.

Rewrite the sentences in the Passive.

1. Companies train the employees to achieve better results.
2. The ways we use technology can cause some nasty side effects.
3. The engineers are inspecting all the systems in the IT department.
4. We have carried the market research to analyse the level of customer satisfaction.
5. They will not have finished the project by the end of the year.
6. Jimmy always wears casual clothes at work.
7. They may not finish the deal tomorrow.
8. They are going to change the layout of the floor.
9. The company spent a lot of money on research and development.

2. Complete the sentences with *some*, *no* or *any*.

1. The seats aren't reserved. You can have _____ seat you like.
2. We went to the electrical appliances exhibition three days ago and saw _____
new interesting models.
3. Would you like _____ coffee? The General Manager is talking to a client at the moment. He'll see you in a couple of minutes.
4. _____ employee of the company is able to explain you the general policy of the company.
5. I've looked through the report, but there is _____ useful information in it.
6. We've phoned _____ hotels, but unfortunately there are _____ rooms available.
7. Our deal with the power generating company was worth _____ \$17 billion.
8. My new car uses hardly _____ petrol at all compared to my previous one.
9. We are going on a business trip next month. But I suppose we'll have _____
fun in Paris as well, we are planning to see _____ famous attractions.
10. It's a pity, but _____ new ideas were put forward at the meeting.

3. Examine the sentences with *each* and *every* and the relevant descriptions.

1. My parents have moved to the capital. _____ for two things, like *both*, use **Each** of them works in a bank. **each**
2. **Each/Every** child at the party had a _____ sometimes, **each = every** piece of cake. to refer to more than two (**each** suggests 'one by one', 'separately'; **every** suggests 'all together')
- Every** child in the world loves the story of Cinderella.

- I suppose we'll be in the office till late.
- 4. – There is *much/many* enthusiasm for this idea.
 - I absolutely agree. I'm sure we'll get a success.
- 5. – They have made *little/few* progress in their research.
 - Now I understand why they look so upset.
- 6. – There has been *much/many* debate about his article.
 - Yes, I've heard. He has *a lot of/much* fresh ideas.
- 7. – *Many/much* remains to be done before we launch the installation.
 - Yes, we have to check up *a lot/a little*.
- 8. – They didn't show *much/many* interest in our new electrical equipment.
 - Do you think they are not going to sign the contract?

UNIT 5

LEAD-IN

1. Are there many gardens in the city you live? How do they contribute to the beauty of the city?
2. What have you read about the history of gardening?
3. What factors have been crucial for the development of gardening?

READING

THE HISTORY OF GARDENING

The earliest surviving detailed garden plan, dating from about 1400 BC, is of a garden belonging to an Egyptian high court official at Thebes. The main entrance is aligned on a pergola (trellis-bordered) walk of vines leading directly to the dwelling. The rest of the garden is laid out with tree-lined avenues, four rectangular ponds containing waterfowl, and two garden pavilions. Although rigidly symmetrical, the garden is divided into self-contained walled enclosures, so that the symmetry of the whole could not have been apparent to the viewer. It is likely that similar enclosed pleasure gardens had been designed as early as 2800 BC.

The gardens of Assyria, Babylon, and Persia were of three kinds: large, enclosed game reserves; pleasure gardens, which were essentially places where shade and cool water could be privately enjoyed; and sacred enclosures rising in

man-made terraces, planted with trees and shrubs, forming an artificial hill such as the Hanging Gardens of Babylon.

The urban life of ancient Greece led to houses built around central private courtyards. Lined with colonnades that gave access to the rooms of the house, the courtyard, or peristyle, was open to the sky and insulated from the street. In the peristyle was a garden consisting of a water supply and potted plants. Much of life, however, was lived in public. The sports grounds became popular gathering places and developed into the original academy and lyceum, which included the exercise ground, seats for spectators, porticoes for bad weather, statues of honored athletes, and groves of shade trees. These public recreation grounds set the type for the later Classical Roman villa garden and the 19th-century European public park. A third type of Greek garden was the sacred landscape, such as the Vale of Tempe or the mountain sanctuary of Delphi.

The relatively austere Greek taste was transformed in the Hellenistic Age (c. 323–30 BC) by the influence of the East. Luxurious pleasure grounds were made, especially at colonies such as Alexandria and Syracuse. These gardens were conspicuously luxurious in their display of precious materials and artificial in their use of hydraulic automata.

Roman gardens derived from the Greek. These small, enclosed town gardens were visually extended by landscapes painted on the walls. Throughout the imperial period, the more ambitious villa gardens flourished in many forms on sites carefully chosen for climate and aspect.

The barbarian invasions of the 4th and 5th centuries destroyed Roman civilization and with it the gardens of western Europe. The Eastern Empire, centred on Constantinople, retained its hold on Greece and much of Asia Minor for another millennium, and Byzantine gardens persisted in the Hellenistic tradition, laying more emphasis on wonder-provoking apparatus than on aesthetic values.

Beginning in the 7th century, the Arabs progressively captured much of western Asia, Egypt, the whole of the North African coast, and Spain. In the process, they spread features of Persian and Byzantine gardens across the

Mediterranean as far as the Iberian Peninsula. Most characteristic of these gardens was the use of water—the ultimate luxury to desert dwellers, who appreciated it not only because it allowed plants to grow but also because it cooled the air and gratified the ear with the sound of its movement.

These pools of water graced Islamic gardens. The gardens provided shade, excluded hot winds, and created the sense of being in a jewelled private world. Water mirroring the sky gave an impression of spaciousness and introduced lightness, brightness, and an air of unreality.

Influential on later Western practice were the parks made by the Saracen emirs of Sicily. A large area of the Conca d'Oro, the great natural amphitheatre behind Palermo, was taken up with pleasure grounds—walled enclosures large enough to contain woods and hills, canals, artificial lakes, groves of oranges and lemons, fountains, water stairways, and wild creatures running free.

In Europe beyond the limits of the Islamic conquest, the destruction of civilized society by the barbarian tribes had been nearly complete, but the physical remains of the past shaped the reviving future: the peristyle gardens of Roman villas became the cloisters of Christian basilicas. Security and leisure existed only in the monastic system, which also preserved some of the traditional skills of cultivation. For some time the only type of garden was the cloister, with its well, herbs, potted plants, and shaded walk. Then secular gardens began to appear, but they were usually of limited extent, confined within the fortifications of a castle and often raised well above ground level on a battlemented turret. These gardens were rectangular, with the traditional division into four parts by paths, the quarters again subdivided according to the amount of ground available and the convenience of cultivation.

The increasing prosperity of western Europe and the increasing confidence in humankind's capacity to impose order on the external world was reflected in the gardens of Italy by the mid-15th century. The change began near Florence, where the old medieval enclosures began to open up. The rectangles, which had been dissociated, were now sited one behind the other, thus prolonging the main axis,

which was now aligned on the centre of the dwelling. This change inevitably introduced the idea that house and garden were a coherent, complementary whole. And, because villas were increasingly sited for amenity rather than defense, gardens became less enclosed, more susceptible first to visual, then to actual extension.

Flowers were extensively used in most Italian gardens, but because of the shortness of their season they could not be the principal feature. Beds were divided into decorative geometric compartments by trimmed herbs, rosemary, lavender, or box. In general, more emphasis was given to evergreens; ilex, cypress, laurel, and ivy gave shade and were an enduring contrast to stonework.

The French invasions of Italy in the last quarter of the 16th and first quarter of the 17th centuries introduced to France the idioms of the Italian garden. The French garden was marked by a ruthlessly logical extension of practices that had been empirically evolved in Italy. French cultural dominance of Europe in the early 18th century led to an almost universal adoption of Versailles as the model for palatial gardens.

The Italian pronouncement that “things planted should reflect the shape of things built” had ensured that gardens were essentially open-air buildings and the making of them the province of architects. Before the 18th century, geometric regularity had been applied in great details of design and in small. England was committed to a version of the French geometric extension garden but with an emphasis on English grass lawns and gravel walks.

Increasing world trade and travel brought to late 18th-century Europe a flood of exotic plants whose period of flowering greatly extended the potential season of the flower garden. In most gardens flowers were grown, sometimes in great numbers and variety, but flower gardens in the modern sense were limited to cottages, to small town gardens, and to relatively small enclosures within larger gardens. The accessibility of new plants, together with avidity for new experience and a high-minded concern with natural science, not only gave renewed life to the

flower garden but was the first step toward the evolution of the garden from work of art to museum of plants.

The eclecticism of the 19th century was universal in the Western world. Besides the gardens that were fundamentally Reptonian – that is, an attempted compromise between the Brownian park garden and the Loudonian flower garden – gardens of almost every conceivable style were copied.

A sense of history still played a part in 20th-century gardening. The desire to maintain and reproduce old gardens, such as the reconstruction of the 16th-century gardens was not peculiarly modern, but, as humans increasingly need the reassurance of the past, the impulse may well continue. Attempts to create a distinctive modern idiom are rare. Modern public gardens, which have evolved from the large private gardens of the past, seek instant popular applause for the quantity and brightness of their flowers.

Most characteristic of the 20th century was functional planning, in which landscape architects concentrated upon the arrangement of open spaces surrounding factories, offices, communal dwellings, and arterial roads. The aim of such planning was to provide, at best, a satisfactory setting for the practical aspects of living.

Retrieved from: <https://www.britannica.com/art/garden-and-landscape-design/Kinds-of-design>

1. Answer the following questions to the text.

1. What did the earliest surviving detailed garden plan look like?
2. What kinds of gardens were there in Assyria, Babylon, and Persia?
3. What type of garden appeared as the result of the urban life of ancient Greece?
4. How did the East trends influence the austere Greek taste?
5. What was typical for Roman gardens?
6. What was the focus of Byzantine gardens?
7. What graced Islamic gardens?

8. What is cloister?
9. How did the gardens of Italy by the mid-15th century look like?
10. How did increasing world trade and travel influence the development of gardens?
11. What is typical for the 20th-century gardening?
12. What are the peculiarities of modern public gardens?

2. Match the words from the text to their definitions.

- | | |
|----------------|---|
| 1. pergola | a. an arched structure in a garden or park consisting of a framework covered with climbing or trailing plants |
| 2. enclosure | b. an area of land that is surrounded by a wall or fence and that is used for a particular purpose |
| 3. sacred | c. holy and having a special connection with God |
| 4. courtyard | d. an open area of ground which is surrounded by buildings or walls |
| 5. peristyle | e. a row of columns surrounding a space within a building such as a court or internal garden or edging a veranda or porch |
| 6. portico | f. a large covered area at the entrance to a building, with pillars supporting the roof |
| 7. cloister | g. cathedral. |
| 8. conceivable | h. something you can imagine or believe it |

LANGUAGE FOCUS

1. Rephrase the following sentences using *must*, *mustn't*, *needn't*, *have to*, *should/ought to*, *needn't have*, *didn't need to/didn't have to*.

1. You are obliged to inform the manager about any changes in working schedule.

2. You aren't allowed to enter this room without special permission.

3. It wasn't necessary to check up the figures, so the report was sent immediately.

4. It is getting late, so it's the right thing to postpone the meeting.

5. It is not necessary to spend any more time on this work. I'll take care of it myself.

6. It is the right thing to consider the consequences before taking any important decision.

7. I can't come and see you, because I am obliged to go to our branch in Spain. My boss says so.

8. It isn't necessary for you to attend tomorrow's staff meeting.

9. Why did you change the time constraints for this project? It wasn't necessary as we had enough time.

10. It is forbidden to throw litter here.

2. Complete the sentences with *can, can't, could, couldn't* or *be able to*.

1. I don't think we'll _____ to change the terms of the contract.

2. Sorry, I _____ see you next week, but I'll phone you when I come back and we'll make the arrangements.

3. If you _____ place your order today, we we'll _____ ship by Tuesday.

4. She finds German very difficult. She _____ understand it, but she _____ speak it.

5. I _____ play tennis well when I was in my twenties, but now I'm out of practice.

6. I'm sorry I _____ take your invitation, because I'm up to my eyes in work.

7. Will you _____ go to the client and sort out the problem?

8. The deal broke down, as we _____ agree on the price.

3. Complete the sentences using the appropriate form of modals.

1. I'm certain they started their working day early on Monday.

They _____

2. I don't think she has been working for this company long.

She _____

3. I'm sure they have spent all their money on this new software.

They _____

4. Sue is very responsible. I'm sure Sue wasn't driving carelessly when the accident happened.

Sue _____

5. I'm certain they haven't changed their mind.

They _____

6. I'm certain they hadn't paid the bill for electricity.

They _____

7. I'm sure she has got a pay rise.

She _____

8. I'm sure our manager is talking to a new client.

Our manager _____

4. Rephrase the following sentences in as many ways as possible to express

possibility.

1. It's likely she has forgotten about the arrangement.

She _____

2. Perhaps he will come soon.

He _____

3. Mary is looking a bit tired. Perhaps she is working too hard.

Mary _____

4. That's definitely not the General Manager. He is far too young.

He _____

5. You seem very familiar. Perhaps we've met before.

We _____

6. It's likely we'll get in touch with them today.

We _____

7. Perhaps she is visiting our factory in France.

She _____

8. I'm certain that he didn't call us.

He _____

9. Yesterday I didn't put the papers in the safe. Luckily they were not stolen.

The papers _____

10. I don't know why he didn't tell me that he had left his job. It's possible he thought I would be angry.

He _____

5. Use *should/ought to* or *should/ought to have* with the verbs in brackets.

1. Sarah _____ (*not/be*) late so often. That's what caused her problems at work.
2. You _____ (*phone*) them and cancel the order. The prices are very high and we won't be able to pay for these electrical appliances.
3. He _____ (*not/refuse*) if he was offered such an interesting job.
4. You _____ (*get*) a laptop. They are so convenient if you often travel on business.
5. You _____ (*buy*) a travel guide if you didn't know the city well.
6. They lost a lot of money on their investment. They _____ (*be*) more careful.
7. You _____ (*not/worry*) so much. We'll be able to finish the work in time.
8. They _____ (*mention*) that earlier. We could have taken some measures.

6. Choose and underline the right option.

1. **A:** *Could/May/Shall* you tell me the time, please?
B: It's half past ten.
2. **A:** *May/Should/Would* I help you?
B: Yes, please. *Can/Shall/Would* I have some information about this new model?
3. **A:** *Would/ Should/ Shall* I send you our new brochure?
B: No, thank you. We have already have it.
4. **A:** *Can/Shall/May* you give me the details of this project, please?
B: Certainly. I'll send you all the files in a couple of minutes.
5. **A:** *Shall/May /Could* you help me with my report?
B: Yes, of course.
6. **A:** *Couldn't/May/Can* I speak to Tim Wail, please?
B: Just a moment, please. I am putting you through.
7. **A:** *Could/Would/Will* I use your telephone, please?
B: Yes, of course.
8. **A:** *Should/ May/ Will* I sit down, please?
B: Yes, of course. Make yourself at home.

7. Give the comparative and superlative forms of the following adjectives. Use the appropriate forms in the sentences offered below.

modern	_____	_____	flat	_____	_____
big	_____	_____	bad	_____	_____
noisy	_____	_____	expensive	_____	_____
good	_____	_____	common	_____	_____
simple	_____	_____	narrow	_____	_____
long	_____	_____	far	_____	_____
sophisticated	_____	_____	risky	_____	_____
large	_____	_____	powerful	_____	_____

1. This contract was _____ we had ever signed.
2. To achieve an agreement was a bit _____ than we expected.
3. It is one of _____ plants in the region.
4. The project can be even _____ than it is supposed to be.
5. The solar power plant in Crimea is _____ in Europe.
6. Hydropower is the cheapest way and solar cells are probably

_____ way to generate electricity.

7. Let's hope there won't be any _____ delays.

8. The results of the last experiments were _____ than the previous ones.

9. It is _____ explanation I have ever heard.

8. Use either *as ... as* or *not as/so ... as* in the sentences below.

1. This copy is bad. The other one is bad too.

That copy is _____ this one.

2. Their expectations concerning the possibilities of reducing power consumption are more optimistic than ours.

Our expectations concerning the possibilities of reducing power consumption are _____ theirs.

3. The airport is always crowded. That day it was crowded as well.

The airport was _____ ever.

4. Gold is heavier than silver.

Silver is _____ gold.

5. The previous decision was spontaneous. This one is the same.

This decision is _____ the previous one.

6. They seemed to be cleverer.

They are _____ they seemed to be.

7. The old production line was efficient. The new one is equally efficient.

8. When I was going to a business trip, I expected the hotel would be comfortable. It is not very comfortable.

The hotel is _____ I expected.

9. I had thought the meeting was long. It was really long.

The meeting was _____ I thought.

10. The first task is complicated. The second task is also complicated.

The second task is _____ the first one.

9. Complete the sentences with 'the ... the' choosing the appropriate pairs of adjectives.

longer/ more difficult

better/ greater

newer/ more expensive

more sophisticated/ better more complicated /greater more comfortable/ higher

1. _____ the discussion goes on, _____ will be to find a solution.

2. _____ equipment is used, _____ results you can get.

3. _____ hotel you book, _____ payment will be.

4. _____ problem you have to solve, _____ diversity of options you have to take into consideration.

5. _____ your education is, _____ opportunities you will have in your career.

UNIT 6

LEAD-IN

1. What does 'sustainability' mean?

2. What factors can be the prerequisites of sustainable development?

3. Why has the notion of sustainability become so essential nowadays?

READING

SUSTAINABLE GARDENING



Sustainable gardening includes the more specific sustainable landscapes, sustainable landscape design, sustainable landscaping, sustainable landscape architecture, resulting in sustainable sites. It comprises a disparate group of horticultural interests that can

share the aims and objectives associated with the international post-1980s sustainable development and sustainability programmes developed to address the fact that humans are now using natural biophysical resources faster than they can be replenished by nature.

Included within this compass are those home gardeners, and members of the landscape and nursery industries, and municipal authorities, that integrate environmental, social, and economic factors to create a more sustainable future. Organic gardening and the use of native plants are integral to sustainable gardening.

Managing global biophysical cycles and ecosystem services for the benefit of humans, other organisms and future generations has now become a global human responsibility. The method of applying sustainability to gardens, landscapes and sites is still under development and varies somewhat according to the context under consideration. However, there are a number of basic and common underlying biological and operational principles and practices.

Sustainable management of man-made landscapes emulates the natural processes that sustain the biosphere and its ecosystems. First and foremost is the harnessing the energy of the Sun and the cycling of materials thereby minimising waste and energy use. The use of native plants in a garden or landscape can both preserve and protect natural ecosystems, and reduce the amount of care and energy required to maintain a healthy garden or landscape. Native plants are adapted to the local climate and geology, and often require less maintenance than exotic species. Native plants also support populations of native birds, insects, and other animals that they coevolved with, thus promoting a healthy community of organisms.

Plants in a garden or maintained landscape often form a source population from which plants can colonize new areas. Avoiding the use of invasive species helps to prevent such plants from establishing new populations. Similarly, the use of native species can provide a valuable source to help these plants colonise new areas. Some non-native species can form an ecological trap in which native species are lured into an environment that appears attractive but is poorly suited to them.

Enhancement of ecosystem services is encouraged throughout the lifecycle of any site by providing clear design, construction, operations, and management criteria. One major feature distinguishing the approach of sustainable gardens, landscapes and sites from other similar enterprises is the quantification of site sustainability by establishing performance benchmarks. Because sustainability is such a broad and inclusive concept the environmental impacts of sites can be categorised in numerous ways depending on the purpose for which the figures are required. The process can include minimising negative environmental impacts and maximising positive impacts. As currently applied the environment is usually given priority over social and economic factors which may be added in or regarded as an inevitable and integral part of the management process. A home gardener is likely to use simpler metrics than a professional landscaper or ecologist.

Three methodologies for measuring site sustainability include BREEAM developed by the BRE organisation in the UK, Leed, developed in America and the Oxford 360 degree sustainability Index used in Oxford Park and developed by the Oxford Sustainable Group in Scandinavia. Sites are rated according to their impact on ecosystem services. The following ecosystem services have been identified: local climate regulation, air and water cleansing, water supply and regulation, erosion and sediment control, hazard mitigation, pollination, habitat functions, waste decomposition and treatment, global climate regulation, human health and well-being benefits, food and renewable non-food products, cultural benefits.

Retrieved from:

https://en.wikipedia.org/wiki/Sustainable_gardening

1. Answer the following questions to the text.

1. What more specific fields does sustainable gardening include?
2. What was the reason for the development of sustainability programmes?
3. Who are involved in the programmes of sustainable gardening?
4. What principle is sustainable management based on?
5. What is the role of native plants in a garden or landscape?

6. Why can non-native species be dangerous?
7. Why is it important to establish performance benchmarks?
8. What methodologies are used to measure a site sustainability?
9. What ecosystem services are considered to rate sites according to their impact on the environment?

2. Fill in the appropriate forms.

<i>verb</i>	<i>noun</i>	<i>adjective</i>	<i>person</i>
_____	_____	_____	establisher
produce	_____	_____	_____
_____	performance	_____	_____
_____	_____	successful	_____
_____	_____	_____	facilitator
engage	_____	_____	_____
_____	_____	competitive	_____
_____	decision	_____	_____
_____	_____	_____	producer

3. Complete the sentences with correct forms of the words in brackets.

SOCIAL SUSTAINABILITY

Parks serve as (1) _____ (VALUE) places for shared social activity and public (2) _____(INTERACT). For a community to enjoy a high quality of life and be (3) _____ (SUSTAIN), the basic needs of all residents must be met. A socially sustainable community must have the ability to build and maintain park facilities (4) ____ (SERVE) residents of all ages, abilities, and economic status. Social sustainability practices involve outreach to address the needs of the community, including underserved (5) _____ (POPULATE).

The WCED’s definition of sustainable (6) _____ (DEVELOP) includes meeting the needs of the present without (7) _____ (COMPROMISE) the ability of future generations to meet their own needs. Sustainability should involve all individuals within a community, not just those that can afford the cost of meeting of their own needs. Access to food, water, (8) _____ (MEDICINE) attention, justice, government, (9) _____ (EDUCATE), and housing are all considered basic

human rights. Inequity creates social, environmental and economic (10) _____ (STABLE) which are counter to the sustainability process.

Retrieved from https://www.oregon.gov/oprd/PLANS/docs/scorp/2013-2018_SCORP/Developing_Sustainable_Park_Systems.pdf

LANGUAGE FOCUS

1. Complete the sentences with the correct form of the verbs in brackets.

Type 0, general truth

1. It _____ (be) easier to cope with the problem if you _____

(not / be) stressed.

2. If you _____ (not / know) a word, _____ (look in) your dictionary.

2. If we _____ (intend) to make some changes, we must _____ (inform) the manager.

Type 1, real present (probable condition)

1. If I _____ (see) him, I _____ (tell) him about the vacancy.

2. If you _____ (not be sure) that you'll be able to do it, _____ (not promise).

3. If they _____ (know) how to install the system, you should _____ (ask) them to help.

Type 2, unreal present (improbable condition)

1. If they _____ (offer) me a job in another country, I _____ (accept) it.

2. If I _____ (be) you, I _____ (try) to clarify everything.

3. If they _____ (have) more time, they might _____ (stay) here longer.

Type 3, unreal past (impossible condition)

1. If she _____ (inform) them, they _____ (pick up) her from the airport.

2. If you _____ (contact) them, they _____ (may/send) you the instructions.

3. If I _____ (know) about the danger, I _____ (warn) you.

2. Choose the correct option in each of the sentences.

1. Don't hesitate to contact us if there *are/were* any questions about the delivery.

2. He would have changed the time of the meeting if he *knew/had known* about the arrival of the delegation.

3. If you *come/came* to city, please let us know.

4. It would be better if you *have/had* some experience in the field you are going to work.

5. Were I you, I *will/would* never tell him about this secret plan. You can't trust him.

6. Had he been more careful, he won't have/wouldn't have had that terrible accident.

7. Don't worry! If you take the driving lessons regularly, you *will/would* pass your driving test.

8. Nobody knows what might have happened if you *changed/had changed* your mind.

9. Should he fail to be promoted, he *will/would* be looking for a new job.

10. If you had talked to your boss, I'm sure he **would consider/would have considered** your proposal.

3. Rewrite the following as mixed conditional sentences.

1. She got back late last night. She won't come to work today.

2. John didn't finish the report yesterday. He is working now.

3. Lesley made a terrible mistake. He isn't an organized person.

4. They are not at the airport. They were not told about Ann's arrival.

5. Jimmy didn't work hard. He won't be offered a promotion.

6. She isn't well-qualified. She wasn't offered the position of the production manager.

7. They came to the agreement. They will sign all the documents today.

8. He moved to London four years ago, his English is perfect now.

9. I lost the folder yesterday. I'm trying to prepare all the papers now.

4. Elise is an accountant. Her job isn't very satisfying, and she is a bit disappointed. Read what she says and make sentences, as in the example.

Example: I wish my room wasn't/weren't so small.

I don't find the work rewarding.

I don't have a position of responsibility.

I often work overtime

My salary is not high.

I have to share the room with other two colleagues.

My colleagues are not very friendly.

My chief is not encouraging.

I don't have a lot of freedom at work and I can't be creative.

There's no any chance of getting a higher salary or a promotion.

5. Elise was at the interview in another company. Unfortunately, she didn't get the job. Read what she says and make sentences, as in the example.

Example: I wish I had known more about the company.

I was nervous.

I arrived 5 minutes later.

My letter of application was badly typed.

I didn't know much about the company.

I didn't answer the interviewer's questions properly.

I forgot what I wanted to say about my previous experience.

I didn't show enthusiasm in the position.

I didn't look confident.

6. Turn the following sentences into reported speech.

1. She said, 'I am so sorry I forgot to get in touch with you and inform about the changes in the agenda.'

She said _____

2. You said, 'I will do my best to convince them.'

You said _____

3. He said, 'The decision is really difficult to take.'

He said _____

4. Mr Martin said, 'We are trying to estimate the cost of the whole project.'

Mr Martin said _____

5. The manager said, 'The memo had been sent twice before the meeting.'

The manager said _____

6. She said, 'You have to be more polite to customers.'

She said _____

7. I said, 'If I were you, I wouldn't expect him to call.'

I said _____

8. The manager said, 'I appreciate that you work hard.'

The manager said _____

9. He reminded, 'If we had known that we wouldn't find the products of better quality, we would have signed the contract immediately.'

He reminded _____

7. Report the following questions of your colleague?

1. Are you going to attend in-service training?
2. What did they tell you about their hiring policy?
3. What are your working hours?
4. When will they be in touch?
5. What did you tell them about your previous experience?
6. Will you have to travel on business a lot?

8. Report the commands and recommendations of your manager.

1. Clarify your responsibilities.
2. Don't be late for work.
3. Take a training course.
4. Gather additional information about the products.
5. Improve your customer interactions.

6. Give your customers a way to provide feedback

9. Report the following requests.

1. A reporter said to the engineer, 'Could you speak on the results of your experiments?'

2. The manager asked an electrician, 'Could you please inspect a wiring system and equipment?'

3. 'Think about your future career prospects,' the boss said to him.

4. 'Can you give us any explanation of not sending us the invoice' he said.

5. He said to the secretary of the meeting, 'Could you write down everything that will be discussed?'

6. 'Think about sending us a written proposal, please,' said the manager.

10. Report the following suggestions.

1. 'Let's set the goal. We should know what we want to achieve,' she said to me.

2. The construction superintendent said, 'How about finding some new designers?'

3. 'Shall we do it right now to avoid further misunderstanding?' she asked the colleague.

4. 'I think we can discuss it a bit later today,' said the Sales manager.

5. 'Shall we go out this evening to celebrate this special occasion?' we said.

REFERENCES

1. English for Forestry: підручник з англійської мови за професійним спрямуванням для студентів лісотехнічних спеціальностей закладів вищої освіти / РВВ ПЛ І У України. – Львів: Каменяр, 2021. – 337 с.
2. Jenny Dooley, Virginia Evans. Grammarway 3 : Express Publishing, 2022. – 2016 p. – ISBN: 978-1-903128-94-7.

Dictionaries

1. Exams Dictionary. Longman Exams Coach with interactive exam practice : Pearson Longman, 2021. – 1833 p. – ISBN: 9781408264294.
2. Longman Dictionary of Contemporary English : Pearson Educ.Lmt., 2022. – 1200 p. – ISBN: 978-1447954088.
3. Longman Active Study Dictionary : Pearson Educ.Lmt., 2020. – 1104 p. – ISBN: 20209789390325481.

WEB Resources

1. [Electronic resource]. – Regime of access <https://www.theguardian.com/travel/2013/jul/27/history-of-englands-forests>, free (date of the application: 16.02.2024). – Header from the screen.
2. [Electronic resource]. – Regime of access <https://www.jstor.org/stable/2417729>, free (date of the application: 16.02.2024). – Header from the screen.
3. [Electronic resource]. – Regime of access <https://www.farmcreditofvirginias.com/blog/history-forestry-and-forestry-definitions>, free (date of the application: 16.02.2024). – Header from the screen.
4. [Electronic resource]. – Regime of access <https://ahsgardening.org/gardening-resources/sustainable-gardening/>, free (date of the application: 16.02.2024). – Header from the screen.
5. [Electronic resource]. – Regime of access <https://www.britannica.com/topic/Harvard-University>, free (date of the application: 16.02.2024). – Header from the screen.

6. [Electronic resource]. – Regime of access <https://www.finegardening.com/article/what-is-sustainable-gardening>, free (date of the application: 16.02.2024). – Header from the screen.

7. [Electronic resource]. – Regime of access <https://www.frontiersin.org/articles/10.3389/fhort.2023.1123298/full>, free (date of the application: 16.02.2024). – Header from the screen.

Електронне навчальне видання

Методичні рекомендації
для організації самостійної роботи з курсу

«ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ»

*(для здобувачів першого курсу денної форми навчання
першого (бакалаврського) рівня вищої освіти
зі спеціальності 206 – Садово-паркове господарство)*

(Англ. мовою)

Укладачі: **АНИСЕНКО** Олена Володимирівна,
СОРОКІНА Вікторія Олександрівна

Відповідальний за випуск *О. Л. Ільєнко*

За авторською редакцією

Комп'ютерне верстання *О. В. Анісенко*

План 2024, поз. 376М

Підп. до друку 16.02.2024. Формат 60 × 84/16.
Ум. друк. арк. 2,7.

Видавець і виготовлювач:

Харківський національний університет
міського господарства імені О. М. Бекетова,
вул. Маршала Бажанова, 17, Харків, 61002.

Електронна адреса: office@kname.edu.ua

Свідоцтво суб'єкта видавничої справи:

ДК № 5328 від 11.04.2017.